DOCUMENT RESUME

ED 201 004 CS 503 322

AUTHOR Richard, Dinah Daniel
TITLE Communication Competency Assessment for Non-Native Speakers of English.
PUB DATE Apr 81
NOTE 26p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Austin, TX, April 7-10, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; *Communicative Competence (Languages); *Educational Assessment; *English (Second Language); Interviews; Language Tests; *Listening Skills; Postsecondary Education; Second Language Learning; *Speech Skills; Student Needs; Student Placement; Verbal Ability

ABSTRACT

A recent task force of the Speech Communication Association identified three situations in which native English speaking adults require communicative competence--occupation, citizenship, and maintenance. These situations give rise to five main contexts in which adult learners of English as a second language (ESL) need communicative proficiency: education, preservation, socialization, occupation, and citizenship. These competencies can be listed under four headings: communication codes, oral message evaluation, basic communication skills, and human relations. From this analysis of the communicative needs of adult nonnative speakers, the paper (1) explores various academic levels of adult ESL learners, (2) recognizes the particular needs of ESL learners at each academic level, (3) discusses the methods for assessing the speaking proficiency of ESL students, (4) reviews the ways to assess listening abilities of ESL students, and (5) examines a procedure for identification, assessment, and placement of students. Additional material includes a table of communication competencies in the five contexts, a placement interview form, and a selected bibliography of tests for nonnative speakers of English. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201004

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

COMMUNICATION COMPETENCY ASSESSMENT FOR NON-NATIVE SPEAKERS OF ENGLISH

by

Dinah Daniel Richard

University of Texas at San Antonio

a paper presented at

the annual convention of

the Southern Speech Communication Association

Austin, Texas, April 10, 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dinah Daniel Richard

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS503202

INTRODUCTION

According to the 1970 census, 33.2 million Americans (nearly 16% of the population) speak a language other than English as their first tongue.[1] In the United States, an estimated 2.4 million people (mostly adults) do not speak English at all.[2] This does not include the 263,968 foreign students enrolled in institutions of higher education in the United States,[3] nor does it include the numerous refugees and immigrants who have come to our country. The need to help these people improve their language proficiency is apparent, yet only three out of ten teachers of these non-traditional students have had even one course in teaching English as a second language.[4]

Professional organizations (such as Teachers of English to Speakers of Other Languages, commonly called TESOL, and National Association of Bilingual Educators, commonly called NABE) have formed to facilitate in the development of linguistic competence for these non-traditional students. Because educators in these associations have realized that linguistic competence alone is not enough to prepare students to function in their environment, they have called for activities that will enhance communication competence, as reflected in the following plea by Rebecca Valette:

> . . . students who study a foreign language in the classroom environment generally fail to reach the goal of genuine communication . . . teachers do not teach it . . . teachers do not test it . . . teachers do not know how to do it.[5]

Indeed, speech communication is the field designed to assist in the development of students' speaking and listening skills. If our profession plans to resolve the problems revealed by Valette, then we need to be able to assess the special needs of non-native speakers and use appropriate tests for placement. The purpose of this paper is (1) to analyze the communicative needs of adult non-native speakers, (2) to explore various academic levels of adult English as a second language (heretofore referred to as ESL) learners, (3) to recognize the particular needs of ESL learners at each academic level, (4) to discuss the methods for assessing the speaking proficiency of ESL students, (5) to review the ways to assess listening abilities of ESL students, (6) to examine a procedure for identification, assessment, and placement of students. All of these items are necessary for designing curriculum, developing methodology, and preparing materials, but the latter topics are not the subject of discussion in this paper.

I. COMMUNICATION NEEDS

A recent SCA task force has described the three situations in which native English speaking adults require communicative competence: occupation, citizenship, and maintenance.

1. OCCUPATION: to be a contributing member of society an individual should be able to obtain a job, learn job requirements, and perform job tasks adequately.
2. CITIZENSHIP: the continuation of our form of government is dependent upon a citizen's ability to understand, discuss and evaluate laws, governmental policy and the views of other citizens, and to express his/her viewpoint.
3. MAINTENANCE: maintaining oneself and family requires that adults form and preserve social relationships, manage personal finances, perform consumer tasks, gain and preserve health, avoid injury, and participate in family life and child raising.[6]

The first two terms "occupation" and "citizenship" will be used in this paper. The word "maintenance" will not; instead, it will be replaced by the words "preservation" and "socialization." "Preservation" refers to a group of competencies consisting of non-social matters of maintenance such as performing consumer tasks.[7] The word "socialization" pertains to other maintenance functions used to establish or confirm interpersonal relationships.[8] An area not found in the SCA classification is "education," a term describing a group of skills used in pursuit of academic studies.[9] In listing these categories, we derive five main contexts in which adult ESL learners need communicative proficiency, namely, edu ation, preservation, socialization, occupation, and citizenship. These headings allow us to form the horizontal dimension of the matrix found in Appendix A. To form the vertical dimension (left hand column in Appendix A), we can use the SCA task force's list of the types of communicative competencies listed under four main headings:[10]

I. COMMUNICATION CODES: This set deals with minimal abilities in encoding and decoding verbal and nonverbal communication.
   A. Listen well to spoken English
   B. Decode nonverbal cues accurately
   C. Use words, pronunciation, and grammar correctly
   D. Use nonverbal signs correctly
   E. Use voice effectively

II. ORAL MESSAGE EVALUATION: This set involves skills that include the use of standards of appraisal to make judgments about oral messages or their effects.
   A. Identify main ideas in messages
   B. Distinguish facts from opinions
   C. Distinguish information from persuasion
   D. Recognize when another does not understand your message

III. BASIC COMMUNICATION SKILLS: This set of skills deals with the process of selecting message elements and arranging them to produce spoken messages.
   A. Express ideas clearly and concisely
   B. Express and defend with evidence your point of view
   C. Organize messages so that others can understand them
   D. Ask questions to obtain information
   E. Answer questions effectively
   F. Give concise and accurate directions
   G. Summarize messages

IV. HUMAN RELATIONS: This set of skills is used for building and maintaining personal relationships and for resolving conflict.
   A. Describe differences in opinion
   B. Describe another viewpoint
   C. Express feelings to others
   D. Perform social rituals

Together the two vertices (the horizontal dimension that includes the contexts for applying communicative skills and the vertical dimension which lists the types of competencies) form an outline of minimal speaking and listening skills for ESL adults. Although this paper is not intended to illustrate use of the matrix, selected speech functions have been included in the blocks, which can form the basis for curricular development.[11]

II. ACADEMIC LEVELS

Having examined the needs of non-native speakers of English, we should explore the educational spots in which these people can be located. ESL adults can be found in all academic levels, including pre-G.E.D., adult basic, pre-vocational, pre-college, community college, undergraduate school, graduate school, and pre-professional.

Pre-G.E.D.

Pre-G.E.D. courses are intended to bring non-native speakers to a level of proficiency so that they can enter adult basic education along side native speakers. Enrollees are usually American minority members, refugees, immigrants, and spouses of foreign students. An example of this course is "English as a Second Language--Conversation," offered through Adult and Continuing Education at San Antonio College.

Adult Basic

ESL students in adult basic education are striving to obtain their G.E.D. ESL enrollees are usually American minorities, spouses of foreign students, refugees, and immigrants.

Pre-Vocational

Pre-vocational ESL, such as Communication for the Restaurant Industry, is intended to help students communicate successfully in their vocation. Enrollees include American minorities, refugees, and immigrants.

Pre-College

Pre-college ESL is designed to provide intensive language training to international students who must pass the Test of English as a Second Language (TOEFL) in order to be admitted to schools of higher education. These courses, offered in 648 U.S. colleges, universities, or other agencies,[12] devote 15% of the curricular emphasis to conversation and pronunciation.[13] Speech instructors have been found to be better qualified than second language specialists, linguists, or foreign language teachers for conducting the communication classes.[14] An excellent example of this pre-college training is available through the English Language and Orientation Program, part of University Extension, Louisiana State University, Baton Rouge.

Two and Four Year Colleges

Upon passing the TOEFL and admission to colleges, international students sometimes enroll in specialized courses that help them improve their speaking and listening skills while present in the United States. "Speech for Foreign Students" is an example of a well-designed course available through the Department of Speech, Louisiana State University.

Graduate School

Because as many as 15% of the teaching assistantships in the universities are awarded to foreign students,[15] special communication courses can be

offered to improve the successful teaching by these international students. "Classroom Communication for the Foreign-Student Teaching Assistantship" at Texas Tech[16] and "Teaching Practicum for Foreign Students" at the University of California, Davis[17] are ideal examples of such courses.

Pre-Professional

Foreigners holding working permits, refugees, and immigrants often enroll in pre-professional ESL courses designed to improve their vocabulary and communication skills. "Communication for the Medical Profession" is an example of such a course.[18]

III. NEEDS AT EACH LEVEL

Having examined the types of communicative needs and the various academic levels in which non-native speakers can be found, we must explore the needs within each level. Figure 1 provides a chart that can serve as the basis for our discussion. The horizontal headings of the chart are based on the communicative contexts that were derived in part I of this paper. The vertical labels were obtained from the academic classification described in part II of this paper. Within the blocks of the chart in Figure 1, letters have been placed that pinpoint the types of students, their level, and their needs.

	education	preservation	socialization	occupation	citizenship
Pre-G.E.D.	M S R I				
Adult Basic		M S R I	M S R I	M R I	M R I
Pre-Vocational				A M R I	
Pre-College	F	F	F		
Undergraduate School	F R I	F R I	F R I	R I	R I
Graduate School	F	F	F	F	
Pre-Professional				A R I	

F = foreign student
S = foreign student's spouse
R = refugee
I = immigrant
M = American minority
A = Alien with working permit

FIGURE 1

Foreign students (letter F) in pre-college, undergraduate and graduate school need competencies that will enable them to communicate successfully in education, preservation, and socialization. Foreign graduate assistants also need proficiency in teaching skills. ESL American minorities (letter M), spouses of foreign students (S), refugees (R), and immigrants (I) who enroll in pre-G.E.D. courses need intensive work that will help them to succeed in their education in adult basic, which will provide them with skills in preservative, social, occupational, and citizenship contexts. Unlike foreign undergraduates who receive development in educational, preservative, and social areas, refugees and immigrants also need special help for occupational and citizenship situations. Pre-vocational students (minorities, refugees, and immigrants) and pre-professional students (foreigners with working permits, refugees, and immigrants) need intensive training in occupational vocabulary and communication.

IV. METHODS OF ASSESSING SPEAKING

Having formulated an outline of the communicative skills to be developed within each academic level, we are in a position to explore the methods for assessing these competencies. Three types are popularly used for testing the speaking proficiency of adult ESL learners: (1) scored interviews, (2) highly structured speech samples, and (3) paper and pencil objective tests.[19]

Scored Interview

The simplist and most frequently employed method of measuring oral proficiency is to have one or more trained raters interview each ESL student separately and then record an evaluation on a rating sheet. The traditional interview is initiated by the interviewer, who asks questions about biographical data and light topics in order to afford more variety of style and topic. At the close of the interview, which takes fifteen to twenty minutes, the interviewer scores the interviewee on a 5-point scale in pronunciation, grammar, vocabulary, fluency, and comprehension (see sample rating form in Appendix B).[20] As with other subjective measures,

the major weakness of oral ratings is their tendency to have rather low reliability due to variation in the manner of conducting the interviews, differences in the scoring from interviewer to interviewer, and difficulty for one interviewer to maintain exactly the same scoring standards throughout a large number of interviews.

To reduce these problems, new interview formats are being devised.[21] For example, the format may center around numerous prerecorded conversations. Each recording should focus on one of the contexts in which the students must demonstrate communicative competence. For example, because the foreign undergraduate needs proficiency in educational, preservative, and social situations (see Figure 1 in part III of this paper), the interviewer should play three tapes of real conversation.

Example:

Tape 1--educational context--dialogue between student and academic adviser

Tape 2--preservative context--dialogue between a shopper and store clerk

Tape 3--social context--dialogue between two students having coffee at the student union

The initial questions for interviewers should be prescribed in order to approach interview uniformity. Each response should be scored separately, and the criteria for scoring the responses should be explicitly stated in the instructions to the interviewer.

The new format has two advantages: (1) it appears that deliberately including contextual as well as linguistic elements in the design of the interview test increases its validity by insuring that a larger part of the speaker's overall competence is assessed, and (2) by standardizing the linguistic input to the interviewee and by making scoring criteria explicit, a greater degree of reliability can be attained.[22]

Highly Structured Speech Samples

A highly structured speech task is a method designed to elicit a somewhat different kind of speech sample. The stimuli may be oral (live or recorded) or written or both. Five item types are frequently used in these tests:[23]

1. SENTENCE REPETITION: the examinee hears and then repeats short sentences

   Sample sentence: Mary enjoys good food.

   Points to be rated: vowel contrast in good/food

2. READING PASSAGE: the student is given several minutes to read a passage silently, after which he or she is asked to read it aloud.

3. SENTENCE CONVERSION: the student is asked to convert sentences in specific ways (from positive to negative, from statement to question, etc.)

4. SENTENCE CONSTRUCTION: the student is told to compose sentences appropriate to specific situations.

   Sample: You are trying to find your way to the library. Ask a student how to get there.

5. RESPONSE TO PICTORIAL STIMULI: the student is given time to study a series of pictures and then briefly describes what is going on in each scene.

Because some of these techniques require reading, they may not be an accurate way to determine actual speaking abilities. These methods of assessment greatly increase both test and scorer consistency though. But scoring reliability can be difficult to achieve unless the raters are carefully selected and trained. Moreover, such tests demand extensive time and care in preparation and require mechanical devices (i.e. language lab) for administration.[23]

Paper-and-Pencil Tests of Pronunciation

These tests assume (1) that the ESL student "hears" himself say silently what he says aloud, and (2) that a sufficiently broad range of pronunciation problems can be tested by this indirect method to allow us to generalize about a subject's overall control of the English sound system. Three types of test items frequently appear in paper-and-pencil pronunciation exams:[24]

1. RYHME WORDS: the student is presented with a test word and is instructed to read to himself, after which he is to select a rhyming word for a list.

   Sample: *could* rhymes with A. blood
   B. food
   C. wood

2. WORD STRESS: the student is to decide which syllable in each test word receives the heaviest stress.

   Sample: frequently
   1 2 3

3. SENTENCE STRESS: the student is to decide which one of the several numbered syllables in each utterance would receive the heaviest stress.

Sample: I know that Henry went to the movies, but where did John go?
1 2 3 4 5

Some drawbacks to these test items are that (1) some students with excellent pronunciation have done poorly on the tests, while high scores have sometimes been obtained by students who could barely be understood, (2) it is possible that a student may rhyme two words, but could be mispronouncing each, and (3) no test can cover all of the sound system.[25]

V. METHODS OF ASSESSING LISTENING

Several methods for assessing the speaking proficiency of ESL students can be used in testing listening abilities. One of the five categories being tested in the traditional interview is comprehension (see heading 5 on the rating form, Appendix B). The new interview format depends extensively on the role of listening, for the entire conversation during the interview is geared toward the dialogues heard on taped recordings. With slight modifications, the paper-and-pencil pronunciation items can be converted into tests for auditory dircrimination and comprehension.

Sound Discrimination

In testing sound discrimination, two item types are frequently used.[26]

1. WORD SETS IN ISOLATION: the examiner pronounces pairs of words and and asks the student to indicate whether the two words in each pair are the same or different.

Sample: Student hears *ship--sheep*. On the answer sheet the student circles S for same or D for different.

This technique is used at the earliest stage of language learning. The weaknesses are that there is a 50% probability of answering correctly by guessing and that the method assumes that the examinee is familiar with the vocabulary.

2. WORDS IN CONTEXT: The next step is to insert the words in context.

Sample: The student hears: "It was a very large ship." The examiner can use either pictures or words from which to select answers in the test book.

Auditory Discrimination

Auditory discrimination tests are designed to measure the accuracy with which listeners are able to decode samples of speech in English. The samples may be sentence requests, questions, or statements; they may be brief or extensive; they may be live or recordings; and finally they may be simulated or real converation. Four main types of items are used on these tests:[27]

1. DIRECTIONS REQUIRING ACTION RESPONSES: the student is requested to something

   Sample: The examiner says to the student "Please hand me the book."

   The advantages of this technique are that it does not involve another language skill, such as reading or speaking, and that it is simple and quick. The drawbacks are that it is limited to the imperative construction and that it assumes that the students is familiar with the vocabulary.

2. QUESTIONS AND STATEMENTS (multiple choice): the stimuli consist of questions or statements that the student hears once but cannot see in print in the test book. The statements are answered by the selection of the one printed alternative which accurately paraphrases the statement heard.

   Sample: The student hears: "John dropped the letter in the mailbox."
   The student reads and selects one of these:
   A. John sent the letter.
   B. John opened the letter.
   C. John lost the letter.
   D. John destroyed the letter.

   These items allow for the examiner to test a wide range of sentence types within a short duration of time. There is evidence that even this short test is both a reliable and valid measure of comprehension. The disadvantages of this test are that it requires reading abilities and a good vocabulary. The reading problem can be eliminated through the use of pictures as the choices. Unfortunately, some sentences are difficult in pictures, some adults feel that the pictures are childish, and finally pictures of professional quality are expensive and time consuming to prepare.

3. DIALOGUES (multiple choice): the student hears a brief dialogue, followed by a comprehension question

4. LECTURES (multiple choice): the students hears a brief college lecture (5-10 minutes), takes notes during it, and then answers questions about it.

VI. IDENTIFICATION, ASSESSMENT, AND PLACEMENT OF STUDENTS

Educators should work closely with their institution's testing and placement center and possibly the foreign language department. In identifying, assessing, and placing students, a five-step procedure should be followed.[28]

1. Identify the student's primary and/or home language. Find out the language first acquired by the student, the language most often used in the home, and the language most often spoken by the student. Be careful not to use surnames as an absolute indicator.
2. Determine the student's native language skills, if possible.
3. Assess the student's English language skills. Use the methods described in part V of this paper, tests listed in Appendix C, and transcripts.
4. Review achievement test data. This helps to differentiate between students whose English proficiency is limited and English proficiency students who are underachievers.
5. Place the student. There will be five options in placing the student:
   (a) Turn the student away on the basis that the course does not have anything to offer the student. Example: An international student wants to improve his reading, but your "Speech for Foreign Students" only covers speaking and listening skills.
   (b) The student is not ready to begin the course. Example: The student has not passed the TOEFL, so he cannot enter a college level course.
   (c) The student is able to enter the course.
   (d) The student does not need the course because he is already at a significant level of proficiency. Perhaps the student would be interested in taking another speech course.
   (e) The student wants to repeat the course on a no-credit basis.

CONCLUSION

In helping to improve the English proficiency of non-native speakers of English, educators must recognize that communicative needs vary according to the academic level and type of non-native speaker. Although it is more

difficult to assess speaking and listening proficiency than it is to determine reading and writing skills, certain tests have been proven to be useful, particularly the scored interview, structured speech samples, and certain objective test items. Following a systematic procedure for identification, assessment, and placement, educators can gear ESL students to specialized courses designed to meet their needs.

ENDNOTES

[1] United States Commission on Civil Rights Clearinghouse, A Better Chance to Learn: Bilingual Bicultural Education (publication no. 51), p. 10.

[2] U.S. Bureau of the Census, Survey of Income and Education (Spring, 1976), preliminary data.

[3] Open Doors: 1978/79 (New York: Institute of International Education, 1980), p. 1.

[4] National Center for Educational Statistics, Teachers Language Survey (1976-77), preliminary data.

[5] Rebecca Valette, "Developing and Evaluating Communication Skills in the Classroom," Master Lecture Series on Teaching English to Speakers of Other Languages (Defense Language Institute, Lackland Air Force Base, Texas, 1973).

[6] Ronald E. Bassett, Nilwon Whittington, and Ann Stacon-Spicer, "The Basics in Speaking and Listening for High School Graduates: What Should Be Assessed?" Communication Education, November, 1978, p. 296.

[7] The phrase "survival English" is a synonym. "Financial" and "legal" are similar words used by G.L. Hendricks and K.A. Skinner, "Adaptive Social Patterns of Foreign Students," Journal of College Student Personnel, March, 1977, pp. 124-127.

[8] Hendricks and Skinner cite this as one of the three major situations facing foreign students. It is also an area of emphasis in other discussions, such as Keith Johnson and Keith Morrow, "Meeting Some Social Language Needs of Overseas Students," Canadian Modern Language Review, v. 33, n. 5, May, 1977, pp. 694-707.

[9] Mary Finocchiaro, Teaching English as a Second Language (New York: Harper and Row, 1969).

[10] Bassett, pp. 298-301.

[11] For a hierarchy of speech functions for ESL learners, see John Munby, Communicative Syllabus Design (London: Cambridge University Press, 1978).

[12] English Language and Orientation Programs in the United States (New York: Institute of International Education, 1978), p. ii.

[13] Holly Jacobs and Janet Constantinides, "ESL in the Rocky Mountain West and Southwest: Programs, Problems, and Priorities," ESL in Higher Education, vol. 2, no. 1, p. 5.

[14] Andrew H. Yarrow, director of English Language and Orientation Program, University Extension, Louisiana State University, Baton Rouge. Telephone interview.

[15] Marion R. Franck and Michael A. DeSousa, "The Foreign Teaching Assistant in the American University: A Course in Communication Skills," paper presented at the SCA Convention, November 14, 1980, p. 5.

[16] John Deethardt, paper presented at the Texas Speech Communication Association, October, 1979.

[17] Franck and DeSousa.

[18] TESOL has placed much emphasis on this field lately. Synonyms for this study are English for Science and Technology (EST) and English for Special Purposes (ESP).

[19] David Harris, Testing English as a Second Language (New York: Mc Graw-Hill Book Co., 1969), p. 83.

[20] Harris, p. 84.

[21] Paul Nicholson, "Improving Interview Tests," TESOL Newsletter, vol, XV, no. 1, Feb., 1981, pp. 25-28.

[22] Nicholson, p. 28.

[23] Harris, pp. 85-88.

[24] Harrris, pp. 88-90.

[25] Harris, pp. 89-90.

[26] Harris, pp. 32-34.

[27] Harris, pp. 35-42.

[28] Some of these steps are based on the procedure described by Phillip Roth, "Procedures for Identification and Assessment of Students for Possible Inclusion in a Comprehensive Lau Education Program," TESOL Newsletter, vol. XIV, no. 5, October, 1980, pp. 19-23.

SELECTED BIBLIOGRAPHY

These books can aid the educator in understanding, using, and preparing tests for ESL students.

Bartz, Walter. Testing Oral Communicatin in the Foreign Language Classroom. Arlington, Virginia: Center for Applied Linguistics/ERIC CLL.

Briere, Eugene and Frances Hinofotis, eds. Concepts in Language Testing. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1979.

Clark, John L.D., ed. Direct Testing of Speaking Proficiency. Princeton, N.J.: Educational Testing Service, 1978.

Clark, John E.D. Foreign Language Testing: Theory and Practice. Philadelphia: The Center for Curriculum Development, 1972.

Clark, John L.D. and Spencer S. Swinton. The Test of Spoken English as A Measure of Communicative Ability in English-Medium Instructional Settings. Princeton, N.J.: Educational Testing Service, 1980.

Alan Davies, ed. Language Testing Symposium, A Psycholinguistic Approach. London: Oxford University Press, 1968.

Harris, David P. Testing English as a Second Language. New York: Mc Graw-Hill, 1969.

Oskarsson, Mats. Approaches to Self-Assessment in Foreign Language Learning. Oxford: Pergamon Press, 1978.

Vallette, Rebecca M. Modern Language Testing, 2nd. ed. New York: Harcourt, Brace, Jovanovich, 1977.

COMPETENCY		EXAMPLES FOR APPLICATION				
		EDUCATION	PRESERVATION	SOCIALIZATION	OCCUPATION	CITIZENSHIP
I. COMMUNICATION CODES: This set deals with abilities in encoding and decoding verbal and nonverbal communication	A. Listen well to spoken English	Understand directions given orally by the instructor	Understand doctor's directions for taking medicine	Understand conversation with a friend	Understand questions raised by coworkers	Understand the speech of a political candidate
	B. Decode nonverbal cues accurately	Understand the teacher's gestures	Understand gestures given by a policeman	Understand the differences between social and intimate proximity	Understand gestures used by a supervisor	Understand gestures used by a local official
	C. Use words, pronunciations, and grammar correctly	Use appropriate words when talking to the teacher	Use language understood by the telephone operator	Use informal language with friends	Use language understood by coworkers	Use language understood by people at civic meetings
	D. Use nonverbal signs correctly	Use proper distance when talking to an advisor	Use appropriate gesture when describing ailments to a doctor	Use handshakes appropriately when greeting newcomers	Use appropriate facial expressions when lecturing	Use proper distance when greeting officials
	E. Use voice effectively	Use sufficient volume when speaking in class	Use clarity when talking to customs officials	Use proper volume in social gatherings	Speak with clarity during explanations to coworkers	Use clarity when speaking to a judge
II. ORAL MESSAGE EVALUATION: This set involves skills that include the use of standards of appraisal to make judgments about oral messages or their effects	A. Identify main ideas in messages	Recognize important details in a lecture	Recognize main details in a news broadcast	Recognize the details of a social invitation	Identify the task to be performed when giving instructions	Select main points when hearing political speeches
	B. Distinguish facts from opinions	Distinguish facts from teachers opinions	Distinguish obligations to and preferences of landlords	Distinguish promises and advice of friends	Differentiate between rules and advice given by a supervisor	Distinguish fact from opinion in testimony
	C. Distinguish information from persuasion	Distinguish regulations from advice given by advisor	Distinguish facts from opinions in newspapers	Distinguish facts from opinions of friends	Distinguish between information and persuasion at work	Identify when given propaganda
	D. Recognize when another does not understand your message	Recognize when the instructor does not understand you	Recognize when the postman does not understand you	Recognize when your roommate does not understand you	Recognize when students do not understand your lectures	Recognize when a public official does not understand your request

APPENDIX A

		EDUCATION	PRESERVATION	SOCIALIZATION	OCCUPATION	CITIZENSHIP
III. BASIC COMMUNICATION SKILLS: This deals with the process of selecting message elements and arranging them to produce spoken messages.	A. Express ideas clearly and concisely	Express an idea in class	Explain financial trouble to a banker	Express your ideas at a social engagement	Explain an assignment to students	Describe a problem to the police
	B. Express and defend with evidence your point of view	Express and defend your absence from class	Express and defend your view to a landlord	Express and defend your religious beliefs at a party	Express and defend your evaluations of student performance	Express and defend your views in a political discussion
	C. Organize messages so that others can understand them	Use problem-solution order when consulting the registrar	Use chronolgical order to explain to a mechanic the development of a problem	Use pro-con order when making social plans	Use problem-cause-solution order when explaining a problem to a supervisor	Use a pro-con order when describing proposed legislation
	D. Ask questions to obtain information	Obtain information about improvement in class performance	Obtain information from public officials about laws	Obtain information from your roommate	Obtain information about correct job performance requirements	Ask public officials about tax regulations
	E. Answer questions effectively	Answer a teacher's question	Answer questions from a waitress	Answer questions from people at a party	Answer questions raised by students	Answer questions of a census taker
	F. Give concise and accurate directions	Explain an assignment to a clasmate	Give directions to a repairman on how you want some repairs made	Give friends the directions to your apartment	Instruct a student about improving class performance	Give directions to another about the way to find the courthouse
	G. Summarize messages	Summarize a teacher's lecture	Summarize the daily news	Summarize plans a social engagement	Summarize instructions from a supervisor	Summarize the position taken by a political candidate
IV. HUMAN RELATIONS: This set of skills is used for building and maintaining personal relationships and for resolving conflict	A. Describe differences in opinion	Describe differences in opinion with a classmate	Describe differences in opinion with a policeman	Describe differences in opinion with a roommate	Describe the viewpoint of a student who objects to a test grade	Describe a friend's position on a political issue
	B. Describe another viewpoint	Describe the school's policy concerning grades	Describe the viewpoint of a bank teller	Describe the viewpoint of a friend	Describe the viewpoint of a coworker	Describe differences in opinion in a jury decision
	C. Express feelings to others	Express satisfaction to a teacher	Express feelings of anger to a utility company	Express appreciation to a host	Express satisfaction to a student about class performance	Express approval concerning a legislator's actions
	D. Perform social rituals	Greet the head of your department	Make a doctor's appointment	Introduce yourself at a social gathering	Conclude a conversation with your supervisor	Request an appointment with a public official

Appendix B

PLACEMENT INTERVIEW

Student:_____ Rater:_____Date:_____ Score:_____

Pronunciation

_____5. Has few traces of foreign accent.
_____4. Always intelligible, though one is conscious of a definite accent.
_____3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
_____2. Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
_____1. Pronunciation problems so severe as to make speech virtually unintelligible.

Grammar

_____5. Makes few (if any) noticeable errors of grammar or word order.
_____4. Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
_____3. Makes frequent errors of grammar and word order which occasionally obscure meaning.
_____2. Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
_____1. Errors in grammar and word order so severe as to make speech virtually unintelligible.

Vocabulary

_____5. Use of vocabulary and idioms is virtually that of a native speaker.
_____4. Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
_____3. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
_____2. Misuse of words and very limited vocabulary make comprehension quite difficult.
_____1. Vocabulary limitations so extreme as to make conversation virtually impossible.

Fluency

_____5. Speech as fluent and effortless as that of a native speaker.
_____4. Speed of speech seems to be slightly affected by language problems.
_____3. Speed and fluency are rather strongly affected by language problems.
_____2. Usually hesitant; often forced into silence by language limitations.
_____1. Speech is so halting and fragmentary as to make conversation virtually impossible.

Comprehension

_____5. Appears to understand everything without difficulty.
_____4. Understands nearly everything at normal speech, although occasional repetition may be necessary.
_____3. Understands most of what is said at slower-than normal speed with repetitions.
_____2. Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
_____1. Cannot be said to understand even simple conversational English.

APPENDIX C

SELECTED BIBLIOGRAPHY OF TESTS FOR NON-NATIVE SPEAKERS OF ENGLISH

This list is based on:

Buros, Oscar, ed. Foreign Language Tests and Reviews. Highland Park, N.J.: The Gryphon Press, 1975.

Buros, Oscar. Tests in Print II. Highland Park, N.J.: The Gryphon Press, 1975, pp. 52-54.

Ohannessian, Sirarpi, ed. Reference Lists for English as a Second Language. Washington, D.C.: Center for Applied Linguistics, 1964, pp. 139-143.

Telephone interview with Cathy Clauss, Educational Testing Service, National Council on the Testing of English as a Foreign Language, Princeton, New Jersey, March 31, 1981.

Lists of tests:

Certificate of Proficiency in English. Cambridge, Local Examinations Syndicate.

This exam consists of an oral test (dictation, reading, and conversation) and a written test (English language and usage, translation or literature, science texts, British life and institutions, industry and commerce). Certificates in three grades (I, II, III) are awarded.

Comprehensive English Language Test for Speakers of English as a Second Language. By Harris and Palmer. New York: Mc Graw-Hill Book Co., Inc.

The CELT can be purchased by institutions who want to test listening, grammar, and vocabulary.

Cooperative Inter-American Tests: English Edition. By Manuel. Princeton, N.J.: Educational Testing Service, Committee on Modern Languages of the American Council on Education.

It includes tests for the following: general ability, reading, natural sciences, social studies, and language usage.

Diagnostic Test for Students of English as a Second Language. By A.L. Davies. Washington, D.C.: McGraw-Hill Book Co., Inc.

This is a 60 minute paper-and-pencil test of 150 multiple-choice items on a number of frequently used patterns of word and order.

Diploma of English Studies. Cambridge, England: University of Cambridge.

This test is for those who have at least a Grade II in the Certificate of Proficiency in English and have studied further for 18 months. The exam includes: I. written (essays and translations), II. discussion of the course of reading, III. command of spoken English, and IV. phonetics of English (optional). Certificates of three grades are awarded.

ELI English Achievement Series. Ann Arbor, Michigan: University of Michigan, English Language Institute.

This series includes nine 50 multiple-choice item objective tests for determining the level of achievement of foreign students with regard to the following three texts of the Lado-Fries textbooks. The series covers vocabulary, grammar, and oral comprehension.

English Language Proficiency Test. By Spencer and Holtzman. University Park, Pennsylvania: Pennsylvania State University.

This ten part test includes sound discrimination, incomplete sentences, and word fluency. The remaining parts include general and scientific reading comprehension, written stress, sentence structure, scrambled text, and vocabulary sysnonyms.

English Placement Test. By Spaan and Strowe. Ann Arbor, Michigan: University of Michigan, English Language Insitute.

This test is designed for college entrants from non-English language countries.

English Usage Test for Non-Native Speakers of English. Washington, D.C.: Georgetown University, American Language Institute.

This test includes 100 or 150 items each, covering word order; noun, adjective, and pronoun forms; verb tense, modals; verbals; ellipses; prepositions; and idioms.

English Vocabulary Test for Students of English as a Second Language. Washington, D.C.: Georgetown University, American Language Institute.

This test includes 60 items of general vocabulary and two-word verbs.

Examination for the Certificate of Proficiency in English Ann Arbor, Michigan: University of Michigan, English Language Institute.

This test contains 150 multiple-choice items on grammar, vocabulary, and reading. The test is given annually at binational centers of the United States Information Service.

Examination in Structure. By Fries and Lado. Ann Arbor, Michigan: University of Michigan, English Language Institute.

This eleven part exam contains 150 items designed to test the student's knowledge of basic grammatical patterns.

Examination Tests in Oral English. By McCallien and Taylor. London: Longmans.

This test was developed for West African students at the School Certificate level. It has three parts: reading, comprehension, and conversation.

Intermediate Test Papers in English: Grammar and Vocabulary. By Mills. London: Longmans.

It is for all foreigners preparing for the Cambridge Lower Certificate.

Lower Certificate in English. Cambridge, England: University of Cambridge, Local Examinations Syndicate.

This test is designed for people over the age of 16. It includes an oral test (dictation, reading, and conversation) and a written test (on prescribed books or translation to and from English, and English composition and language). Certificates of Pass are awarded.

Michigan Test of Aural Comprehension. By Upshur, et. al. Ann Arbor, Michigan: University of Michigan, English Language Institute.

This test is designed for college applicants from non-English language countries.

Michigan Test of English Language Proficiency. By Upshur, et. al. Ann Arbor, Michigan: University of Michigan, English Language Institute.

This test is used for predicting the academic success of ESL students. It contains 100 items on grammar, vocabulary, and reading comprehension.

Technical Terminology Test: Electronics. Washington, D.C.: Georgetown University, American Language Institute,1962.

This two-part test covers vocabulary and aural comprehension items.

Test A/65. National Institute for Personnel Research, South Africa.

This test, also called the English Language Achievement Test, assesses spelling, comprehension, and vocabulary.

Test of Aural Perception in English for Japanese Students. By Lado and Andrade. Ann Arbor, Michigan: University of Michigan, English Language Insitute.

This 100-item test is aimed at specific pronunciation difficulties of Japanese speaking students.

Test of Aural Perception in English for Latin-American Students. By Lado. Ann Arbor, Michigan: George Wahr.

This 100-item test is aimed at specific pronunciation difficulties of Spanish speaking students.

Test of English as a Foreign Language. Princeton, N.J.: Educational Testing Service, National Council on the Testing of English as a Foreign Language.

This test, usually called the TOEFL, consists of a battery of five diagnostic subtests, including listening comprehension, grammar, vocabulary, reading comprehension, and writing.

Test of Spoken English. Princeton, N.J.: Educational Testing Service, National Council on the Testing of English as a Foreign Language.

This newly devised, 7-part test assesses pronunciation, grammar, fluency, and overall comprehension.

Vocabulary and Reading Test for Students of English as a Second Language. Washington, D.C.: Georgetown University, American Language Institute.

This 60 item test includes vocabulary, two-word verbs, and reading comprehension.

Vocabulary Test and Exercises for Overseas Students. By Hill and Fielden. London: Oxford University Press.

This exam contains six types of vocabulary tests and exercises: pictures, word in sentences, synonyms, definitions, opposites, and word-formation. The words tested appear in Michael West's General Service List of English Words.

Newbury House Publishers is developing several tests of use for ESL students: oral interview test, grammar test, reading test, listening comprehension test, etc.